

# SAMPLE PAPER



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

## Level 1 English

### 1.2: Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence

Credits: Four

Check that you have completed ALL parts of the box at the top of this page.

You should write an essay on ONE of the topics in this booklet only.

If you need more space for your answer, use the page(s) provided at the back of this booklet.

Check that this booklet has pages 2–9 in the correct order and that none of these pages is blank.

**YOU MUST HAND THIS BOOKLET TO YOUR TEACHER AT THE END OF THE ALLOTTED TIME.**

Achievement Criteria		
Achievement	Achievement with Merit	Achievement with Excellence
Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence. <input checked="" type="checkbox"/>	Show convincing understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence. <input checked="" type="checkbox"/>	Show perceptive understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence. <input type="checkbox"/>
Overall Level of Performance <b>M</b> <b>Low Merit</b>		



You are advised to spend 60 minutes writing and planning an essay on your chosen topic.

## INSTRUCTIONS

Write about ONE or more visual or oral text(s) that you have studied.

If you choose to write about more than one text, the text you write about could be the same type (eg, TWO films) or different text types (eg, a film and a graphic novel). You may have the same or different authors. You may compare or contrast the texts if you wish.

The texts can be any of the following:

- film
- television programme
- drama production
- graphic novel
- radio programme
- oral performance.

OR a combination of the above (inter-textual studies).

Choose ONE of the following topics (1–6) below and complete the box at the top of page 4.

Make sure you understand and can write about BOTH parts of the topic before you start writing.

Make sure your chosen topic suits the text(s).

Write an essay of AT LEAST 200 words for your answer.

Support your points with specific details from the text(s).

### TOPICS (Choose one)

1. Describe at least ONE **important conflict** in the text(s).  
Explain why the conflict(s) helped you understand an idea in the text(s). Discuss visual/oral text features in your response.
2. Describe at least ONE **important event** at (or near) the end of the text(s).  
Explain why the event(s) helped you understand the director's idea(s). Discuss visual/oral text features in your response.
3. Describe at least ONE **idea** that you thought was **important** in the text(s).  
Explain how visual/oral **language features** were used to show you the idea(s) was important.
4. Describe at least ONE **character or individual** who played an **important** role in the text(s).  
Explain why the character(s) or individual(s) was **important** in the text(s) as a whole. Discuss visual/oral text features in your response.
5. Describe at least ONE **aspect of setting** that was important in the text(s).  
Explain why an aspect(s) of setting helped you understand a key idea(s). Discuss visual/oral text features in your response.  
*Note: Setting might include time and/or place.*
6. Describe at least ONE **point-of-view** that was developed in the text(s).  
Make sure you understand and can write about BOTH parts of the topic before you start writing.

Visual/oral text features could include:

- |                      |                         |                              |
|----------------------|-------------------------|------------------------------|
| • layout             | • structure             | • dialogue                   |
| • colour             | • special effects       | • narration                  |
| • lighting           | • music                 | • use of voice/body language |
| • costumes/props     | • sound effects         | • imagery                    |
| • editing            | • ambient sound/silence | • language                   |
| • rhetorical devices |                         |                              |



Topic number: 3

Circle your chosen visual/oral text(s):

television programme

radio programme

drama production

graphic novel

film

oral performance

Title(s): Romeo and JulietAuthor/creator(s): Baz Luhrmann

Use the space below to map or plan your ideas. Begin your essay on page 5.

## PLANNING

Your essay might include:

- an **introduction** that states the focus of your essay
- **key points** related to the topic and the central idea(s) of the text, supported by examples and quotations
- a **conclusion** that focuses on the main idea.

Idea: Fate controls their lives

→ Dialogue

- "I sense some consequence with the stars." → Star metaphor

- "Then I defy you stars"

-

→ Costume

- Both have simple costume which stand out

- Romeo is a knight and Juliet is an angel  
(meant to be together).



The candidate has clearly established an important idea and signalled the direction of the essay.

Begin your essay here.

Assessor's  
use only

The film "Romeo and Juliet" by Baz Luhrmann has an important idea that fate controls what happens in everyone's lives. People believe that all good or bad events are decided by fate ~~in the film~~. Baz Luhrmann uses costume and dialogue to emphasise the importance of this idea throughout the film.

Costume is one feature which highlights that fate controls everyone's ~~lives~~ lives in the film. When Romeo and Juliet meet\*, they are both wearing simple, one-coloured costumes. Luhrmann draws our attention to this ~~because~~ ~~because~~ by the contrast between their costumes and everyone else's costumes, which are bizarre and range from Egyptian princess to astronaut. The contrast is so huge because it is important that we understand this idea. The fact that Romeo and Juliet both have similarly simple costumes conveys that they ~~are~~ are fated to be together, because of their similarities. Also, Juliet is dressed as an angel and Romeo is dressed as a knight. Typically, knights are seen as strong rescuers and angels are like the beautiful prize. Therefore, this emphasises that fate has guided them ~~to~~ together because they are a perfect ~~match~~ couple. The costumes of Romeo and Juliet when they meet emphasise that fate is controlling their lives by guiding them together as a perfect couple that is meant to be.

Baz Luhrmann also uses dialogue as a particularly effective ~~the~~ way to convey

The candidate has developed a visual technique of costume, providing relevant specific detail connected to the presentation of the idea that "fate controls what happens".

\* at the  
puppet  
party



The candidate has discussed the second technique, dialogue, and clearly connected it to the idea of fate, along with an explanation in some detail.

Assessor's  
use only

The idea that fate controls their lives. Before Romeo even meets Juliet, he says "I sense some consequence in the stars," and this causes him to go to the Capulet party. This conveys that he is fated to ~~go~~ meet Juliet and he knows something will happen because ~~the stars~~ <sup>the stars</sup> have ~~told~~ warned him ~~to~~. Towards the end of the film, when he hears that Juliet is dead he shouts, "Then I defy you stars!" This emphasises that what happened was decided by fate because fate is controlling their lives. Romeo is blaming the stars for Juliet's death, therefore conveying that he understands that it is the fault of fate. The ~~last~~ metaphor of stars for fate is used throughout the movie ~~to~~ to emphasise that fate is controlling their lives. The stars are always there and control what the night sky looks like, just as fate is always there and controlling what happens in their lives.

A combination of costume and dialogue emphasises the important idea that fate controls what happens in everyone's lives. These visual language features convey the importance of the idea by making it easier for us to understand. It is important that we understand that fate controls their lives because fate is what makes ~~the fast-paced~~ the fast-paced of events plausible.

The candidate has demonstrated a convincing understanding of the presentation of fate, clearly explaining each technique, with supporting detail, and drawing examples and details from across the text, from beginning to end.

Discussion of additional techniques or examples would further strengthen this essay.



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Overall Level of Performance <b>M</b> <b>High Merit</b>		



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Make sure you understand and can write about BOTH parts of the topic before you start writing.

Make sure your chosen topic suits the text(s).

Write an essay of AT LEAST 200 words for your answer.

Support your points with specific details from the text(s).

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*Visual/oral text features could include:*

- |                             |                                |                                     |
|-----------------------------|--------------------------------|-------------------------------------|
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| • <i>colour</i>             | • <i>special effects</i>       | • <i>narration</i>                  |
| • <i>lighting</i>           | • <i>music</i>                 | • <i>use of voice/body language</i> |
| • <i>costumes/props</i>     | • <i>sound effects</i>         | • <i>imagery</i>                    |
| • <i>editing</i>            | • <i>ambient sound/silence</i> | • <i>language</i>                   |
| • <i>rhetorical devices</i> |                                |                                     |



Topic number: 2

Circle your chosen visual/oral text(s):

television programme

radio programme

drama production

graphic novel

film

oral performance

Title(s): Schindlers ListAuthor/creator(s): Steven Spielberg

Use the space below to map or plan your ideas. Begin your essay on page 5.

## PLANNING

Your essay might include:

- an **introduction** that states the focus of your essay
- **key points** related to the topic and the central idea(s) of the text, supported by examples and quotations
- a **conclusion** that focuses on the main idea.



The candidate has written a concise introduction, has identified a specific scene and idea, and has signalled the key techniques that will be discussed.

Begin your essay here.

Assessor's  
use only

In the film Schindler's List by Steven Spielberg near the end of the film was the exhumation scene. This scene helped me understand the director's idea that the Holocaust was one of the darkest chapters in human history where evil things were undertaken by normal people. In this scene he uses symbolism, music and dialogue to convey this idea.

The film Schindler's List is set during World War II and the Holocaust in ~~the city of~~ ~~the~~ Poland, where Oskar Schindler, a Nazi war profiteer, has a change of conscience and decides to use his wealth to save as many Jews as possible. This change occurs during the exhumation scene where the Germans under command of Amon Goeth, exhume, using living Jews, the bodies of thousands of Jews massacred ~~a Nazi SS commander~~ at the Plaszow work camp and Krakow Ghetto in an attempt to hide the evidence of this mass slaughter.

The candidate has described a selected event, although the detail is limited.

One way, during this scene, the director portrayed his idea was with the use of symbolism. This symbolism took the form of a <sup>little</sup> Jewish girl in a red coat which is the only colour during the main part of the film. This girl who Schindler saw earlier during the Krakow liquidation, represented a number of things such as hope and innocence. Also as she was the only person in colour <sup>as a</sup> the viewer developed a personal link with her and was generally ~~shocked~~ shocked to see her dead in this scene. By using symbolism in this event the director was able to emphasise that ~~she was~~ the Holocaust is much more than a statistic of 6 million Jews. Through the girl in the red coat we were able to see that each one of those Jews was an individual and highlights how truly horrific it was.

The candidate has clearly established a technique with specific detail and examples and provided an insightful appreciation of the effect of the use of colour. However, the symbolism needs further explanation, to establish the connection to "hope, the Jewish race and innocence".



Another way during this scene in which the director highlighted his idea was through the use of music. In the exhumation scene with Jews burning on massive piles caotic, ~~the~~ apocalyptic music is playing adding to the funeral feel. This music was extreme and gave a sense of hell of earth linking back to how horrible the Holocaust really was. It is chilling to think that these events took place between 1939 and 1945. For me as a viewer I was taken a back as I watched these events, the exhumation scene in particular. The music was almost overwhelming and left me with a true sense of sorrow and pity for the Holocaust Jews.

**The candidate has labelled the music as "apocalyptic" and "overwhelming"; however, further specific detail around how this is achieved is required.**

The third way ~~also~~ in which the director portrayed his idea during this scene was through dialogue. An example of this during the exhumation scene was the conversation between Oskar Schindler and SS Commander Amon Goeth who say that "the parties over Oskar, <sup>they're</sup> ~~where I were~~ closing us down and sending <sup>the Jews</sup> ~~these~~ to Auschwitz in ~~30 or 40 days~~ as soon as I can arrange <sup>in</sup> maybe 30 or 40 days". This commander, who in this scene calmly talks about sending the rest of his Jewish workers off to Auschwitz and certain death, is sadistic and sinister. The weird thing is during the rest of the film he is described by Schindler as a normal man much like himself who indulges in good clothes, women and fine wine. He is not described as a monster but a normal person highlighting the director's point that the Holocaust was an evil event undertaken by normal people. Not monsters, but merely people who performed monstrous acts. This point for me rings true when we talk about the Holocaust because these people were normal doctors, lawyer or accountants before the war. Even at the Nuremberg trials at the close of WWII the prosecutors could not believe that the normal looking people in front of them were Nazi who committed heinous crimes.

**The candidate has not developed dialogue as a technique. The example provided doesn't suitably connect to the rest of the discussion.**



In the film Schindler's list directed by Steven Spielberg an important event was the exhumation scene which helped he understand the directors idea that the Holocaust was one of the darkest chapters in human history where evil things were undertaken by normal people. Spielberg utilises a range of visual and verbal techniques during this scene such as symbolism, music and dialogue during this scene to convey this idea.

**The candidate has produced a concise conclusion, reiterating rather than expanding or integrating.**

**The candidate has developed clear points overtly connected to the demands of the question. However, these points have been developed independently; further connections or links between the points would strengthen the answer.**

**The candidate has shown an appreciation of techniques discussed as a method to convey intentional ideas.**

**The points and discussion relate to the established "director idea".**